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Abstract

This study was undertaken to assess the educational value of an exchange program which enables teacher candidates from the University of Michigan to participate in a one-semester program of study (involving both professional and supervised teaching courses) at the University of Sheffield in England. The comparative study was designed to test the hypothesis that participants in the exchange "tend to become more sensitive and informed about domestic and international problems and more professional in outlook and behavior than would be the case if they spent all their college days in American institutions." One hundred and twenty-seven exchange students were matched with 127 non-participating students for the period between 1961 and 1966. Three instruments (included in the appendix section of this report) were developed to measure and compare attitudes and teaching performance of the exchanges and members of the matched group. Given "the assumption that it is possible to rate the attitude responses in terms of the desirability of certain views in modern society and education," statistical analysis of differences between the two groups "show the exchange project to be superior to the available alternative way of educating teachers" and lead to the recommendation that this experimental approach to teacher education be continued and/or expanded. (JS)

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AN EVALUATION OF STUDY FOR THE UNIVERSITY OF MICHIGAN TEACHER CANDIDATES AT THE UNIVERSITY OF SHEFFIELD, ENGLAND

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Ann Arbor, Michigan

October 13, 1969

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Professor W. H. G. Armytage, Department of Education, University of Sheffield, is chiefly responsible for the initiation, and conduct of the exchange project which this study attempts to evaluate.

The members of the Department of Education at Sheffield have steadfastly joined with him in teaching and counselling University of Michigan students over a decade. It is surely because of the attention given by them to the growth of each student that the outcomes over the years in terms of human relationships have been so uniformly favorable. At the University of Keele, also, where the project has been conducted for somewhat less than half the period, support has been given with equal skill and devotion, and with as great a success, under the guidance first of Professor Kenneth Charlton, now of the University of Birmingham, and of Professor Leonard Cantor who has now accepted the Chairmanship of the Department of Education at the University of Loughborough.

Members of the faculty of the University of Michigan School of Education have also supported the program in the selection of students and in counselling them before and after their term of study in England, in assuming teaching assignments at Sheffield and in welcoming Sheffield and Keele staff members, so many of whom have come to Ann Arbor on professional assignments over the past decade.

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CHAPTER I

Introduction

The School of Education of the University of Michigan has sent candidates for the teacher certificate to the University of Sheffield, England, each semester since Term I, 1960-61, to participate in a one semester program of study. Students also have been sent to the University of Keele, England, since Term II, 1963-64. The program has more than doubled in size since its beginning. It has involved the exchange of faculty members between the University of Michigan and the English universities.

The project has been conducted in the belief that participants tend to become more sensitive and informed about domestic and international problems and more professional in outlook and behavior than would be the case if they spent all their college days in American institutions. This study was undertaken to determine whether our exchange students gained a greater insight into the causes of educational and social problems and became more committed to the solution of such problems than our students who did not participate in the exchange. To so determine, the attitudes and teaching performance of the exchangees and of members of a matched group have been studied. Are there significant differences in attitudes toward the society and toward teaching, and in the teaching performance, of the students who went to Sheffield and of those in the group who did not?

Since World War II, many institutions of higher education in the United States have expanded exchange programs and opportunities for study abroad. The 1968 edition of Open Doors, which is published annually by the United Nations Organization and is to be obtained from the International Institute of Education, United Nations Plaza, New York, New York, provides an annual survey of educational exchanges between the United States and other nations. It reveals a continuous growth in the number of individuals going abroad to study, teach, or to conduct research. It reports that 21,597 American students attended 601 institutions in 75 different countries during 1967-68.

While the University of Michigan School of Education has conducted study abroad programs for undergraduates, graduate students and faculty members in England, Mexico, Quebec, and India, and while educational research has been conducted by graduate students and faculty members throughout the world in recent years, the most stable of the University of Michigan programs has been the exchange with the University of Sheffield and later with the University of Keele, England. In the past nine years, 224 Michigan students, enrolled for courses leading toward the teacher certificate, have spent either a fall or spring semester at

Sheffield, and since 1963 at Keele, where they have enrolled in professional and supervised teaching courses. Upon their return to Michigan the students have been granted a semester's credit in fields required for the teacher's certificate and bachelor's degree.

The announcement of the project now provided to students is similar to that given the first group.

> ### School of Education Semester Abroad in England
>
> To enable some of its students to enroll full time in professional education in another country, the School of Education of The University of Michigan has arranged for a semester abroad at the University of Sheffield and the University of Keele in England. Thus, it is possible for prospective teachers to become acquainted with the aims and practices in British schools while enrolled for work required for a Michigan Provisional Secondary Certificate.
>
> Students in Education may apply to the Undergraduate Committee of the School of Education for approval to spend the first or second semester of their junior year, or the first semester of their senior year in the Program. Students in L.S.A., or in other colleges, may apply to the Undergraduate Committee for approval to spend the first or second semester of their junior year only. They must also apply for candidacy for the teacher's certificate. If approvals are granted the student may receive up to 16 hours of credit for work in the following courses:
>
> | | | |
> |---|---|---|
> | Education A525, | Philosophy of Education | 2 hours |
> | Education A501, | History of Education | 2 hours |
> | Education A502, | Contemporary Education in America and Europe | 2 hours |
> | Education C300, | Education Psychology | 3 hours |
> | Education D---, | Teaching Methods: English, Classical Languages, French, German, Mathematics, History, Geography, Science | 3 hours |
> | Education D301, | Directed Teaching in Secondary School | 4 hours |
>
> In a later semester at the University of Michigan, to complete the required work for the certificate, the student is expected to earn 6 more hours for a total of 22; 4 hours in D301, Directed Teaching and 2 hours in D304, Problems and Principles of Secondary Education. Students must enroll for the

course A507, Contemporary Education in the British Commonwealth, in the term before they go abroad.

The student is to pay tuition charges which may be as little as $100 or as much as $250 to the British institution. He is accepted in a residence hall or is given assistance in the location of lodgings at Sheffield or Keele, Residence halls fees are about $300 for a semester. Lodgings cost $50 to $100 less. The student is to pay his own transportation costs on a ship operated by the Council on Student Travel as a member of The University of Michigan group. The fare is about $400 round-trip. Regular class work will be conducted during the voyage.

CHAPTER II

Earlier Studies

While there had been little or no question about the worth of the experience, by students, parents, or faculty members, the sponsors came to feel that an evaluation should be conducted of the program as soon as possible after a sufficient number of students had participated in the project over a period of several years. It was proposed to conduct a quantitative as well as qualitative assessment through a study of a type not attempted before, or indeed, possible in relation to any former project.

Although descriptions of exchange programs have appeared in several forms and are frequently to be found in popular and educational journals, studies made in the evaluation of such programs have been infrequent, exploratory, and often indecisive in outcome.

While the Council on Student Travel, now the Council on International Educational Exchange, attempted to promote the evaluation in its *A Guide to Institutional Self-Study and Evaluation of Educational Programs Abroad*, 1965, the materials cited in this publication dealt principally with the aims and objectives of programs, not with an examination of outcomes.

Edward W. Weidner, in his *World Role of Universities*, published by McGraw Hill in 1962, stated that the major goals of exchange programs are language competence, the making of friends, and the acquisition of knowledge of another culture. He suggested that no attempt had been made to form judgements of the academic competence gained through exchange programs.

The Journal of Social Issues, Volume 18, 1962, published a series of articles under the title, "Impacts of Studying Abroad." One article suggested that attitude changes in students who study abroad might eventually create better and more friendly feelings between countries. Another listed the goals of foreign study as intellectual development, improved general education, and international understanding. It suggested that further research be done to clarify the problems involved in the development of patterns of competency through specific foreign experiments.

The Experiment in International Living of Putney, Vermont, in a review of research on international exchange, notes that studies in the field have been related almost exclusively to the traveller going abroad and not to his hosts or to the effects of the travel on family, friends, or organizations. No systematic study had been made, to the time of this review, of effects on participant's self-image, personal growth or attitude change.[1]

One of the oldest and most systematically evaluated international educational exchanges is the Antioch Education Abroad. The program, which began in 1956-57, offered to undergraduates an experience that would fulfill part of the degree requirements without additional expense. An evaluation of the program has been conducted since its inception, primarily to determine whether the academic work done abroad and at Antioch is comparable and whether such an experience is disadvantagous to students in gaining admission to graduate schools, and in winning fellowships for further study. A questionnaire was sent to all AEA alumni in 1964 in a first attempt to determine whether the participants felt that the educational objectives of the program had been achieved. On the basis of 261 responses, the investigaors concluded that the principle impact of the Antioch Education Abroad Program had been of a general nature, unrelated to such considerations as choice of major field or vocation, the completing of degree requirements, the obtaining of fellowships, or advancement in a profession. The most important perceived rewards were related to "broadening general education," "enjoyment of studies," and also "personal philosophy," and "social attitudes."[2]

Following the first year of an internship program in India for students in professional schools of the University of California, the investigator asked eighteen participants, before and after the period spent in India, questions to determine the extent of knowledge gained and attitude change. The respondents reported a much greater sensitivity to the problems of under-privileged people of the world than when the program began, but no data were presented further to support this claim and no attempt was made to show a relationship between attitude formation and professional performance as a result of the experience.[3]

While such studies have revealed a committment to exchange programs, they have made little contribution to the problem of the evaluation of outcomes, except to recommend that studies be made to do so. Thus there has been so far

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1. Randolph T. Major, "A Review of the Research on Internation Exchange," Putney, Vermont: The Experiment in International Living, August, 1965. Mimeographed, Pp. 19.
2. Lois R. Sparks, Esther A. Oldt, "Antioch Students Look Back: A Study of Present Reactions to Past Experiences," April 1967, pp 2-15; Esther A. Oldt, "Antioch Education Abroad: An Evaluation," Antioch College Reports, Yellow Spring, Ohio: Antioch College, May 1969.
3. William McCormach, "Berkeley's Professional Schools Program in New Delhi," University of California, Berkeley, July 2, 1968. Mimeographed Pp. 2-14.

no acceptable attempt to assess changes in attitudes and understandings brought about through foreign study, even in liberal arts and general education. While the student in the field must acknowledge a debt to researchers such as those at Antioch and Berkeley, who have carefully examined the attitudes and behavior patterns of students before-and-after their experience, it must be pointed out that such scholars have not attempted to determine whether changes which occurred in exchange students might have come about even if they had stayed at home. It is possible that a before-and-after study of the Antioch or Berkeley type might have helped to determine whether changes in participants were due to the foreign experience especially if the procedure had made use of a control group of non-participants upon which the same instruments had been used. Perhaps this is the next step to be taken in studies of this type.

The need for studies about the possible changes in students brought about through exchanges is underlined by the fact that the recent authoritative volume, The United States and International Education[4], produced as comprehensive a view of the status and the future of virtually all aspects of international education, fails to cite results of studies or to recommend studies concerned with such changes. It is in response to this lack that the present study was planned and executed.

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[4] The United States and International Education, The Sixty eighth Yearbook of the National Society for the Study of Education, Chicago, Ill.: University of Chicago Press. 1969

CHAPTER III

Method of Study

It is quite possible that the present research might have been improved had it also attempted to measure the attitudes of participants before and after their experience, especially if it could have, as recommended above, compared the changes in attitudes and performance with those in a matched group of non-participants. This may be possible and desirable at a future time, but the present study was unable to conduct that kind of inquiry for the Program had not utilized instruments to determine initial attitudes and behavior traits for participants and non-participants over the nine year period.

What it could do and has done, however, is to match the students who participated in the exchange over a seven year period with students in the Teacher Certificate Program at the University of Michigan who did not participate in the exchange program.

One hundred and twenty-seven non-participant students were matched with 127 exchange students for the period between the fall semester of 1961 and through the fall semester of 1966. This number includes all but 15 of the 140 students who went to Sheffield during that period or 94.4% of those who participated in the exchange. The two groups were matched in relation to age, date of graduation, school or college at the University of Michigan, major study, minor study, the certification minor, grade point average, the receipt of an elementary or secondary school certificate and, of course, whether the student was a man or woman.[4]

The search for students with whom to match the participants proved to be one of the most time-consuming parts of the study. The limits of toleration which were accepted in matters of age, graduation date and grade point average were so small that a painstaking search through hundreds of enrollment records was required so that such limits could be respected.

Three instruments which went through a long process of testing, trial and revision were utilized in the study. An example of each of them is to be found in the Appendices. Appendix B contains three segments of the first instrument which was used with the exchange group. There are seven pages in it under the heading, "Biographical Data Sheet," eight pages under the heading, "Attitudes Survey," and

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5. See Appendix A. "Exhibit to Show Form Used and Factors Included in the Creation of Matched Groups."

eleven pages under the title, "Sheffield Evaluation Questionnaire."

A second lengthy instrument, similar except for changes in wording for program evaluation, was used for the non-participants in the research. It is entitled Appendix B and contains seven pages under the heading, "Biographical Data Sheet," eight pages under "Attitude Survey," and six pages under the title, "Program Evaluation Survey."

A third instrument is a two page "Teacher Evaluation Sheet" which was used to elicit from supervising personnel in the schools, superintendents, principals, and department heads, assessments of the performance of both exchange participants and non-participants as teachers. It is labeled Appendix C.

In Appendix D is contained letters written to participants and non-participants which requested their participation in the project. Not all copies of letters sent to students are included, particularly those which were used at later stages of the study to persuade recalcitrant students to respond.

It must be stated here that due in large part to the fact that there were delays in grant procedures in the actual allocation of funds, it was not possible to obtain the desired replies to various instruments until early autumn, 1968. When the usual delays in the return of questionnaires were experienced, it was necessary to follow up the initial request, several times in some instances, so that it was not until the end of November, 1969 that 113 usable replies or 85% had been received from the exchange students and 95, or 77.2%, had been received from the students in the control group.

CHAPTER IV

Comparability of Experimental and Control Groups

A critical point in the present research is whether the students who went abroad for a semester to study professional education were, in all objectively measurable ways, a group comparable to that with which they were matched and who at the same period studied professional education at Ann Arbor in the School of Education at the University of Michigan. Even if this is true, however, and it is believed to be, it may be contended that the students who went abroad were self-selected, despite the fact that they were well matched in every way that this could be done. They may have so differed from the control group in motivation and interest in international affairs and, indeed, even in their commitment to teaching, that any post-experience differences that are found may be accounted for on the basis of their initial characteristics. It is, again, to be regretted that it was not possible to go back seven years to use new measures with the exchange and control groups so that this factor could be eliminated from consideration. It was possible, however, to obtain data for both groups upon which to base conclusions concerning comparable socio-economic status. It is contended that if they are to be found as similar in this respect as in all other ones measured, that they can be held, indeed, to have been quite comparable in their origins, attitudes, backgrounds, beliefs, at the point when they separated, one to go abroad, and one to stay home.

The data upon which the conclusion was made that there is no significant difference to be found between the socio-economic status of the experimental and control group is presented in Table I below and was obtained from records in the Admissions Office of the University of Michigan. It was not possible to find the information for all of the participants and non-participants, but for only about 1/3 of the participants and 1/5 of the non-participants. An objective determination was made as to the allocation of the vocation of the student's father or mother in relation to professional, semi-professional, or unskilled status. It is believed that the differences that were found to exist are so small

Table I

PROFESSIONAL STATUS OF PARENTS
OF SHEFFIELD PARTICIPANT AND NON-PARTICIPANT SAMPLES

	Professional		Semi-Professional		Unskilled	
	N	%	N	%	N	%
Experimental Group	35	77.8	8	17.8	2	04.4
Control Group	22	70.9	7	22.6	2	06.5

as to indicate that the socio-economic status of participants and non-participants is virtually the same.

There are other reasons besides the similarity of the socio-economic status of the members of the two groups to advance for the belief that they were alike in other factors not possible to measure. First of all, cost was no real barrier to participation. The necessary expenditures for the semester abroad were held so low, principally due to the fact that tuition payments in England were low, that a student who could afford to spend a semester at the University of Michigan could afford to spend a semester in England. The differences in tuition and living costs between Ann Arbor and Sheffield, for example, were enough so the cost of travel came within the amount saved on these items. When students were questioned about the total amount spent for the semester abroad, some asserted that they had been able to conduct the whole tour for no more than $700. The highest amount reported expended in the years under examination was $1,200, a sum which was said to include travel on the continent and expenditures for gifts.

Announcements of the availability of the program to students emphasized that no student was to be blocked from participation because of costs exceeding those at Michigan and asserted that School of Education scholarships were available.

CHAPTER V

Results: Attitudes Toward Educational and Social Problems

One hundred and thirteen, or 84.3%, of the exchange students of the total group of 134 and 95 of the control group of students, or 76.6%, of a total of 124 returned the schedule which contained three separate sections, the "Briographical Data Sheet," and "Attitude Survey," and for one group, the "Sheffield Evaluation Questionnaire," and for the other group, "Program Evaluation Survey." (See Appendices B and C.)

For the comparisons between the two groups which are presented in this section, data from only 80 of the schedules for each group were used. This procedure was followed because only 80 matched pairs could be obtained from the two groups of students from which questionnaires were returned. In the latter part of this section and in some of the other chapters of this report, data from the whole group of 113 exchange students and 95 control students are treated.

The basic question presented for examination in this study is whether the exchange students, subsequent to their experience abroad, tend to be more aware of problems which ought to interest "concerned" teachers than members of the control group. Are they more informed about the facts and about the points of view which affect efforts to solve such problems? It has been a belief that exchange students will tend to exercise a greater critical faculty in the examination of the principal social and educational crises of American and English life.

Each of the multiple choice items was chosen and scaled in relation to the commitment of the present researcher. Whether that view is acceptable is of little consequence to the outcome of the study. It provides a base line for use in assessing change. Even if the values had been exactly reversed, the same conclusion about differences between the groups could have been made.

It is on the basis of the assumption that this procedure is valid that responses on the 38 items in the Attitude Inventory were analyzed. While many more than half of the items administered to both groups show differences, not one of the items upon which there is a statistically significant difference between the groups is opposed to the central contention of the study. The X^2 and the t tests were used for all comparisons.

In response to the question as to what America should do to extend trade, the exchange students favored free trade to a far greater degree than the control group. The difference was significant at the (.01) level on both tests.

The exchange students were far less condemnatory of communism than the control students. They tended to describe communism as a different way of life, a different economic system, rather than at the other end of the scale, a major deterrent to freedom, or the greatest threat to freedom. The difference was significant to the (.05) level on the X^2 test and to the (.01) level on the t test.

On the question as to the desired character of the American commitment to the training of foreign students in American graduate schools, the exchange group declared its preference to be for that which would aid in the development of other nations and in our understanding of foreign cultures through the enrollment of graduate students in this country. The difference was significant on the X^2 test at the (.05) level.

The exchange students favored more than their matched pairs the control of nuclear weapons through an international organization rather than by single or allied nations. The difference was significant only on the t test, and at the (.05) level.

On the last of the items presented to the two groups which resulted in a difference, the exchange group declared for Britain's entrance into the Common Market as an aid to the general world economy and for Britain's best self-interest rather than for the view that the decision should be made in relation to the interest of the United States. The significance on the t test was at the (.05) level.

It is only on the last of the items in this series that there arises the possibility that the students who spent several months in England might have been more affected in their judgment by a familiarity and perhaps an attachment to the British way of life than by a process of study and rational analysis. It will be noted later, however, that the exchange students sometimes make judgments antagonistic to schools and society in England.

The item upon which groups differed most, at the (.01) level on both tests, related to public control and/or supervision of television and radio broadcsting as contrasted to private control. It was on this question that only the students who went to England had a real opportunity to compare the two systems.

They had the opportunity to make a comparison of the same sort in relation to the provision of national medical care for the general population. The students who went to England differed from those who stayed in Ann Arbor at the (.05) level on the t test.

On three issues relating to educational practice, the exchange students favored what this researcher identified as a more acceptable view point. The significance of the difference was reached at (.05) level on the X^2 test. In their preference for school promotions based on the decisions of teacher, pupil, and parent, rather than on the standardized achievement or even objective tests developed by the school faculty, the significance of the difference was the same.

The exchange students were found to be significantly different, also, from their opposite numbers at the (.05) level on the X^2 test as to whether the purpose of secondary school work should be declared at later ages, at the senior year rather than the age of 11 or 12. Similarly, exchange students differed from their Ann Arbor colleagues at the (.05) level in relation to prescription in subject matter.

Thus, it can be said that, if it be granted (1) that the two groups were closely similar when they parted, and that (2) the assumption is valid that the viewpoints judged to be preferable by the researcher are internally consistent, and that (3) they provide a standard for the analysis of the choices made by the two groups, the exchange students were found to be different in relation to their attitudes on issues crucial to the operation of social and educational institutions. This point, strengthened by the fact that on not one item of the 38 did a difference between the groups occur, contrary to the hypothesis which could be described as a significant one.

In relation to 23 other items, whether concerned with social or education problems, only one indicates that the exchange group favors what is considered to be a less enlightened position. While it is true that the tests of the differences between the two gorups, whether on the item mentioned or upon each of the other 22, are not significant, it may be that some support is given the hypothesis since all but one of the means, although the difference between them is often small, favor the central contention put forward in this study.

It should be remembered in making a judgment on the force of this assertion that the 80 students in each of the groups are not random samples of larger groups, not 1/5 or 1/10 or 1/100 of a whole, but that they are all of the members of the two matched groups for whom comparable schedules could be obtained.

Although the differences in all the averages are small, except in the case of one of the 23 items in which the control group prefers the "less" desirable attitude that there should be a national system of public examinations in the United States, the slight differences show the exchange group to favor the "preferred" view. The items on which the control group favor the more rational choice may be stated:

1. The American way of life should be considered inappropriate for the present needs of the world unless fundamental changes in it are made.
2. The best response to a foreigner's criticism of America is to hold that such an opinion will improve us.
3. The American competition with Russia in the race to the moon should be decreased until solutions of critical problems on earth have been achieved.
4. Britain's aim in Rodesia should be to work out problemss through economic and educational processes, rather than military ones.
5. Government campaigns to advertize the dangers of cigarettes should be encouraged.
6. Public support of non-public schools is unwise and unnecessary in the United States.
7. The teaching of spiritual values in schools should not be favored.
8. The schools should provide health care for students as well as lunches and clothing for needy ones.
9. The schools should strongly support a counselling service.
10. An elementary school should be a representative of the total community in its enrollment.
11. The elementary school should emphasize the development of a worthy self concept for each child.
12. The school building should be used for community activities.
13. Parents should consult with teachers on special problems regarding their children.
14. A parent-teacher organization is vital and necessary.
15. Corporal punishment should be forbidden.
16. Prizes for academic achievement should not become major goals for students.
17. Student extracurricular activity should be under faculty supervision.
18. The preparation of secondary school teachers should be balanced between subject areas and professional work.
19. Teacher performance should be evaluated by himself or by the teacher in consultation with the supervisor.
20. Teacher orgnnizations should campaign for social legislation, especially for the sake of integration.
21. Student candidates for higher education should be selected on the basis of the interest of the pupil.
22. Student costs in college should increasingly be met by the state.

Surely it can be safely asserted that the members of the exchange group differed with those in the control group, significantly on a number of attitude test items, and to a small degree on most of the remaining ones in the list of 38. They favored that end of the continuum, in all but one case, which was selected as the standard of comparison.

CHAPTER VI

Results: Performance in Teaching

When the pairs of respondents were asked questions related to their commitment to the profession of teaching, the hypothesis was that the exchange group would prove to be more concerned about the obligations and the welfare of the profession and more interested in opportunities for career developments in it than their opposites would be.

This is borne out, to the extent indicated in the percentages cited, in relation to the fact that 74% of the exchange respondents had been awarded or were seeking an M.A. Degree as compared to 63% of the control group. Thirty-six of the exchangees expected a M.A. Degree and 7 a Ph.D., while the comparable figures for the control group were 30 and 2. Thirteen of the exchangees had received a major prize at the time the responses were made and only 6 of the control group.

Slightly more of the exchangees, 87%, than members of the control group, 85%, had been or were at the time of answering, employed in education. While almost the same percentage of each group was employed in the public schools, eight of the exchangees were located in a public college and only three of the control group. Only two of the total number were in a foreign school and these came from the exchange group.

Most of the members of both groups are employed in Michigan. If salary is to be used as a basis for judging the success of the two groups in educational work, it is instructive to know that 17 of the exchange group received $12,000-$15,000 a year compared to eight of the control group. Ten of the exchange group were in the salary bracket of $18,000-$20,000 a year while only four of the control group were so recompensed. This may be related to the fact that more of the exchange group were employed in college teaching or administrative work since five of them were so engaged as compared with none of the control group.

If it be thought that teaching in an urban, inner city school system is an indication of commitment in the educational welfare of society, the exchange group must be awarded the palm since 19 of them accepted a position in the urban, inner city schools, as their first position, and 19 were there at the time the response was made. The comparable figures for the control group are 10 and 12.

On a series of eight questions relating to the plans of each respondent for his future in education the intention of the members of the exchange group to remain in the field is slightly greater for 23 say they so plan whereas only 19 of the control group so declare.

When members of the two groups were asked to indicate the clubs and organizations in which they had been active, a request made in the hope that the responses might reveal data upon which to make judgments about the relative commitment of the two groups, the members of the exchange group declared themselves to be members of church connected organizations somewhat less frequently than the control group, 18 to 24; but in relation to all other organizations the opposite was true. More of the exchange group members declared themselves to be, 21 to 7, members of civil rights organizations, 31 to 33, members of parent teacher organizations, 32 to 27, members of youth serving groups, 12 to 6, of political clubs, and 6 to 0, members of international peace organizations. When they were asked to indicate out-of-school activities, the result was much the same for the exchange group indicated that they were more active in political parties, 23 to 11, in charity drives, 8 to 9, in racial integration activities, 24 to 7, and in disarmament and pacifist groups, 11 to 1.

The same result was achieved when the members of the two groups were asked to indicate to what professional activities and organizations they had become aligned. The control group was found to be more active in teacher organizations, 47 to 44, in honorary societies, 10 to 8, and in special subject organizations, 17 to 14. Perhaps the greatest difference between the two groups came out in relation to the number of respondents who had issued professional publications. Thirteen of the members of the exchange group and only four of the control group had done so.

Another difference which might have some meaning in the making of a judgment concerning professional commitment to education, or more clearly to international education, is the result of a query concerning travel performed by the members of the two groups, after they had completed undergraduate training. Forty-five of the exchange students had travelled to a foreign country while only 18 in the control group had done so. When the members of the two groups were asked to elaborate further by giving the reasons for this travel, 35 of the exchange group said they had travelled for vocational or military service reasons, and 11 indicated they had done so for professional purposes. The comparable figures were 13 and 3.

In sum, while the evidence is not overwhelming, it does clearly indicate that the exchange students tended to be more concerned about their professional opportunities and obligations than did the control group. In not one instance was the balance on the other side.

CHAPTER VII

Performance as Measured by Supervisors

Members of both groups were asked to give the name of their supervisor. He was then asked to fill out the "Teacher Evaluation Sheet". (See Appendix E.) The instructions to the evaluator read as follows, "Please rate the performance of the teacher in comparison with the members of the staff with which he or she worked. Rate the teacher for each area listed below by circling the number which most appropriately reflects your judgment. A high number indicates an outstanding degree of competence. A lower assessment represents an average or a neutral dimension."

The ratings of the supervisors were coded as outstanding, acceptable and poor. To limit the coding to these three categories may have been a mistake for the raters tended almost completely to use categories one and two and to ignore the third. Also, it is unfortunate that the ratings of only 31 matched pairs were obtained.

Analysis revealed that there were no significant differences to be found between the groups on the basis of the evaluation of raters for the 31 matched pairs. When the ratings are analyzed, however, for the responses related to 68 members of the exchange group and 68 members of the control group on whom ratings were available, and without reference to the matched pairs, the results were somewhat more meaningful. If the analysis be confined to the percentages of members of each group who received a rating of outstanding, it is found that on only one of the six ratings concerning performance, that which is called "student acceptance," did the control group gain a higher rating. On that item, 67% of the control group received an outstanding rating as compared with the 58% of the exchange group. On the other five items, while the percentage advantages are relatively small, the differences in percentages favor the exchange group as follows: "initial take-over" (57 to 52), "preparation and teaching techniques" (53 to 49), "preparation in subject matter" (65 to 63), "creativity and imagination" (66 to 51), and "realism" (53 to 49).

Somewhat the same result is obtained on the series of ten items which are listed on the same schedule under the heading of "professional initiative." On one of these, "national participation," the difference between the two groups is statistically significant on the X^2 test and at the (.02) level. On another labelled, "state wide participation" the difference is also significant on the X^2 test at the (.05) level. On only two of the ten items is there a small percentage difference in favor of the control group. This was true in relation to the item labelled, "faculty acceptance" on which the percentages were 55 to 61 and on the one entitled "parental involvement" on which the comparable percentages were 33 to 35.

The differences between the percentages of the two groups awarded an outstanding rating are greatest in relation to "professional growth" on which the exchange group was favored by a percentage of 52 to 42 and on the item of "international participation," which favors that group by percentages of 20 to 11. When the supervisor was asked how well he felt the teacher being rated was able to apply international points of view in teaching, the percentages rather markedly favored exchange group members for 28% of them were declared to be very well prepared, as compared to 17%. None of the exchangees were declared to be inadequately prepared whereas control group members were said to be so to the extent of 3.

On a related question which asks, "How often did this teacher utilize an opportunity to relate international points of view directly to his classroom activities?", the responses in the two top categories favored the exchange group by percentages of 60 to 44.

It seems fair to conclude here that, with few and relatively unimportant exceptions, items utilized in this section show members of the exchange group to be more committed to teaching and more successful in the performance of their duties, than members of the control group.

CHAPTER VIII

Results: Participant Evaluation

In a number of instances it was possible to have both groups compare the training they had received, even though members of the control group had no experience at Sheffield and Keele.

The differences between the two groups as determined by their responses to the question as to how well they were prepared for teaching in the professional part of their program, were found to be significant on both tests at the (.01) level. The exchange students were to a far greater extent convinced that they had been well or quite well prepared and far less inclined than the control group to say that they were inadequately, or very inadequately, prepared. The result was much the same on an item which asks how well the students had been prepared in relation to the international point of view in teaching. The differences between the two groups were significant to the (.01) level on both tests. The highest level of significance was reached on this item. Four of the exchange students felt they were all prepared on this point while seven of those in the control group thought so. Only five of the exchange group felt they were "inadequately" or "very inadequately" prepared, whereas 50 of those in the control group thought so.

In two series of questions relating to the importance of international experience and points of view for teachers, it is the judgment of this researcher that the members of the exchange group exhibit a more desirable attitude than members of the control group. For example, while 56 of the exchange group indicated that first hand experience for teachers in a foreign country, or culture, is "necessary if possible" or "indespensable," only 31 of the control group so declared. On another item 40 members of the exchange group indicated that they were able to relate international points of view directly to classroom activities "almost always" or "frequently" whereas only 26 of the control group so indicate.

On another item the respondents were asked to rank the part of their teaching preparation which was of highest significance. Forty-nine of the control group said that they were most helped in their professional training through the interest and understanding they gained of their major subject. Only eight of the exchange students agreed. The exchangees, to the number of 108 as compared with 23 control students, declared that they had been greatly helped in relation to (1) their concern for new educational problems, national and international, (2) their interest in vital social issues in the United States and (3) their understanding of the school's task in modern society.

On one item which was asked only of exchange students, it was determined that every one of them had in some way kept in touch with people, institutions, or developments in England. They said that they carried on a correspondence with Britons they had come to know during their exchange period. Some had married persons met at Sheffield; some had returned to England to work and to visit, and nearly all claimed to have kept up with developments in British education and British society through a program of reading. All of them recommended that other future teachers seek a similar experience.

Only the exchange students were asked, of course, to "Write a short paragraph about your Sheffield Experience. Tell whether it is an experience you would wish to repeat as part of your teacher training, and why you might urge other prospective teachers to have such an experience."

Not a single one of the exchange students who replied to the questionnaire failed to repond to this item. While most of their replies constitute a favorable assessment of the experience, enough of them are negatively critical to show that they have felt free to be completely candid.

Twenty-six of these statements have been selected as representative of all views and feelings experienced in 113 statements. They have been presented in Appendix F in such a way as to proceed from the least to the most favorable.

It is the view of this writer that a favorable evaluation of the project under examination must be made on the basis of the almost unanimously favorable assessment of the participants, even if the tests of value reported in earlier sections had turned out to be inconclusive, which was not the case. This is to say that the innovation the exchnage project represents deserves approbation if on all criteria except the one of participant approval the results favor niether one or the other procedure. In this case, of course, on almost every item used in the assessment, the exchange plan won more approval.

CHAPTER IX

Summary and Conclusion

This study was made to determine whether students who participated in exchanges between the University of Sheffield, the University of Keele, and the University of Michigan during the years 1960-61 to 1966-67 were found to be more knowledgable and sensitive about the basic issues involved in current social and educational problems, whether they had come to be more professionally committed and competent, and whether they evaluated their professional and academic training for the profession of teaching more highly than did members of the control group who were matched for study with members of the exchange group in terms of age, sex, major, minor, teaching minor, grade point average and type of certificate earned.

While the data obtained through the use of questionnaires administered to members of both groups, most of the comparisons were made for 80 matched pairs and not for the total number of 113 respondents in the exchange group and 95 in the control group.

An assumption of the study, made on the basis of evidence of class status and also on the ground that the selection process had not operated to recruit students for the exchange program different from the cross-section of the student body, is that the two groups were alike in all significant factors when they parted. Thus, it has been possible to make a valid comparison between the two groups. On the assumption that it is possible to rate the attitude responses made by students in the two groups in terms of the desirability of certain views in modern society and education, statistical determinations of differences between the two groups were made which show the exchange project to be superior to the available alternative way of educating teachers.

While relatively few of the items used in the attitude inventory proved highly to differentiate between the group, all which did so distinguish favor the contention of the study that the experience abroad is associated with a more informed view of education and society. With only one exception, on 23 items which did not reveal a statistically significant difference, every one of the differences in mean scores, though often small in size, favored the thesis of the study.

This conclusion is supported by the somewhat superior ratings afforded the exchange students by their employers, by the responses of both groups as to the value of their respective training experiences and of their professional activities and commitments on the job.

More than anything else, of course, the frank, often detailed and usually favorable assessments of the Sheffield-Keele experiences made by the participants, attest to the all-round superiority of the exchange plan over the widely accepted domestic one.

What should be the decision on the basis of the findings of this study as to whether an exchange program of the type studied here should be continued or expanded? Perhaps the very least that can be said in the face of the fact that the evidence in favor of continuation of the project is not overwhelming, is that the favorable evaluation of the participants taken in conjunction with the findings that the program seems to prepare teachers at least as well as the one for which it was substituted would seem to weigh the balance in favor of what is essentially an experimental approach to teacher education.

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APPENDIX A

EXHIBIT TO SHOW FORM USED AND FACTORS IN THE CREATION OF MATCHED GROUPS

SHEFFIELD STUDENTS

Fall 1960-61 (1)

Student Number	Age	Grad. Date	Ed/ LSA	Major	Minor	Cert. Minor	GPA	Cert. Type
1001	3-40	6-61	LSA	Eng	Fren	Sci	2.8	secondary
1002	2-39	6-62	LSA	Eng	Sp	Fren	2.68	secondary
1003	11-40	6-63	LSA	Hist	PolSci	Eng	3.00	secondary
1004	12-39	6-61	Ed	Eng	Geog	Sp	3.13	secondary
1005	1-41	2-62	LSA	Eng	Hist	Fren	2.90	secondary
1006	7-40	6-62	LSA	Eng	SocSt	Hist	2.58	secondary
1007	5-37	6-59	LSA	Psych	SocSt	Hist	3.58	secondary
1008	4-40	6-61	LSA	Eng	Fren	SocSt	3.00	secondary
1009	10-39	8-61	Ed	PhySci	Math	Eng	2.11	secondary
1010	6-40	2-62	LSA	Eng	Sp	Psych	3.35	secondary

CONTROL GROUP

Student Number	Age	Grad. Date	Ed/ LSA	Major	Minor	Cert. Minor	GPA	Cert. Type
2001	1-39	6-61	LSA	Eng	Sp	Fren	2.78	secondary
2002	2-36	6-62	LSA	Eng	SocSt	Hist	2.61	secondary
2003	1-42	6-63	LSA	Hist	Eng	SocSt	2.95	secondary
2004	7-39	6-61	LSA	Eng	Sp	SocSt	3.02	secondary
2005	3-40	6-62	LSA	Eng	Hist	Grmn.	2.87	secondary
2006	7-40	6-62	LSA	Eng	SocSt	Hist	2.61	secondary
2007	9-35	6-59	Ed	Psych	SocSt	Hist	3.20	secondary
2008	2-39	6-61	LSA	Eng	Fren	SocSt	2.88	secondary
2009	4-37	8-61	Ed	GenSci	Math	SocSt	2.13	secondary
2010	5-41	2-62	LSA	Eng	Hist	Psych	3.37	secondary

APPENDIX B

I. BIOGRAPHICAL DATA SHEET

1. General information:

Name: Last ____________________

First ____________________ Middle ________________

Name under which you were enrolled in the University of Michigan: ______________________________

Birth date: ______________________________

Social Security number: ☐☐☐

(This is now the standard means of identification for all data-collecting instruments.)

Check here if you would like to receive the results of this study.

☐ Yes

Mailing address: Summer 1968 Street __________________________________

City __________________________________

2. Marital status (check one):

☐ Single → SKIP TO ITEM 3.

☐ Married

☐ Divorced or Separated

☐ Widowed

→ PLEASE GO ON TO ITEM 2-A.

2-A. Year of marriage ___________________

Years of birth of children, if any: _____ _____ _____

_____ _____ _____

Spouse's full name _______________________________________

2-A. Continued

Spouse's position or occupation ____________________

Spouse's highest academic degree:

Degree	Institution	Field

3. DEGREES AND CERTIFICATES ATTAINED AND EXPECTED

3-A. Did you continue your formal education after you left the University of Michigan?

Yes No [SKIP TO ITEM 4]

If yes, please list the institutions you have attended and indicate the certificates and/or degrees you obtained or expect to obtain, or other purpose for further study.

Name of Institution	Certificate (e.g. elem. provis., second. permanent)	Degree (e.g. MA, Ph.D.)	Other Purpose	Date Awarded or Expected

3-B. Please list scholarships, fellowships, or other academic awards you have received since finishing your University of Michigan undergraduate program.

Name of Award	Dates Held

4. Employment Status (check one):

☐ Presently Employed → PLEASE GO ON TO ITEM 4-A.

☐ Previously but not Presently Employed → SKIP TO ITEM 4-B.

☐ Homemaker with no previous outside employment
☐ Never employed
→ SKIP TO ITEM 21.

4-A. Present position or occupation ____________________

Employer ____________________

Employer's Address ____________________

If teaching elementary of high school, name and address of your Principal or Personnel Director

____

4-B. Please list all previous employment you have held, either full-time or part-time, since leaving the University of Michigan.

Position	Employer	Employer's Address	Dates of Employment	If teaching, Name of Principal

4-C. Indicate total gross annual salary by checking the appropriate box. Please indicate both starting and present salaries by putting a 1 (for starting) and a 2 (for present) in the appropriate boxes.

☐ Below $5000
☐ $5000-5999
☐ $6000-6999
☐ $7000-7999
☐ $8000-8999

☐ $9000-9999
☐ $10,000-11,999
☐ $12,000-14,999
☐ $15,000-20,000

5. Employment in the field of Education:

5-A. ☐ If you are not presently and have never been employed in the field of education SKIP TO ITEM 23.

5-B. ☐ If you are presently teaching at the elementary or secondary level please list the subject(s) and grade level(s).

Subject	Grade Level

5-C. ☐ If you are teaching at the college or university level please list the courses you are teaching.

Courses	Grad./Undergrad.	Dates Taught

The time-bars in items 6 through 16 relate to the nature of your elementary and secondary teaching. Please mark each time-bar to indicate which years you taught in that category. Each space in the bar designates one school year Aug./Sept.-June.

EXAMPLE: If your only teaching experience was in a private school 1964-65, put an X in the space marked 1964-65 in the private school row.

	60-61	61-62	62-63	63-64	64-65	65-66	66-67	67-68
I taught in a private or Parochial school.	☐	☐	☐	☐	☒	☐	☐	☐

(If any of the teaching was less than full-time, please circle the X's you mark for this.)

6. I taught in a rural or rural-consolidated school. ☐☐ ☐☐☐☐ ☐☐

7. I taught in a suburban school system. ☐☐ ☐☐☐☐ ☐☐

		60-61	61-62	62-63	63-64	64-65	65-66	66-67	67-68
8.	I taught in a urban inner-city school system.	☐	☐	☐	☐	☐	☐	☐	☐
9.	I taught in a private or parochial school.	☐	☐	☐	☐	☐	☐	☐	☐
10.	I taught in a system with more than one high school.	☐	☐	☐	☐	☐	☐	☐	☐
11.	I taught in a system with more than one junior high school.	☐	☐	☐	☐	☐	☐	☐	☐
12.	1/3 or more of the students I taught were the kind who were likely to go to college.	☐	☐	☐	☐	☐	☐	☐	☐
13.	1/3 or more of the students in my school building were the kind who were likely to go to college.	☐	☐	☐	☐	☐	☐	☐	☐
14.	My chief role was teaching, but I also had some administrative or supervisory responsibility.	☐	☐	☐	☐	☐	☐	☐	☐
15.	I taught some, but my primary responsibility was administrative or supervisory functions.	☐	☐	☐	☐	☐	☐	☐	☐
16.	I also held part-time employment in addition to teaching.	☐	☐	☐	☐	☐	☐	☐	☐
17.	I taught at least one course in a second minor.	☐	☐	☐	☐	☐	☐	☐	☐

18. What were these courses? ______________________

19. Please record the grade range of your elementary and secondary teaching by marking each applicable time-bar with X's to indicate which years you taught in that category.

a.	Kindergarten, nursery	☐	☐	☐	☐	☐	☐	☐	☐
b.	Grades 1-3	☐	☐	☐	☐	☐	☐	☐	☐
c.	Grades 4-6	☐	☐	☐	☐	☐	☐	☐	☐
d.	Special elementary	☐	☐	☐	☐	☐	☐	☐	☐
e.	Combined secondary (7-12)	☐	☐	☐	☐	☐	☐	☐	☐
f.	Junior high (7-9)	☐	☐	☐	☐	☐	☐	☐	☐
g.	Senior high (10-12)	☐	☐	☐	☐	☐	☐	☐	☐

	60-61	61-62	62-63	63-64	64-65	65-66	66-67	67-68
20. I taught at a level other than that at which I was certified.	☐	☐	☐	☐	☐	☐	☐	☐
21. I taught at least one course outside my certified fields.	☐	☐	☐	☐	☐	☐	☐	☐

21-A. What were these courses? ________________________

22. Which ONE of the following best describes your situation?

☐ I definitely plan to remain in the field of education.

☐ I plan to remain in education, but I will remain open to other good opportunities.

☐ I would like to remain in education, but circumstances may force me into another occupation.

☐ I will probably leave education in the near future, but I hope to return to it at a later time.

☐ I will probably remain in education, although I would prefer to find suitable employment in another field.

☐ I definitely plan to leave education permanently very soon.

☐ I am no longer in the field of education.

☐ I have never been in the field of education.

NOTE: Answer 23-25 only if you are not now or were never employed in the field of education.

23. What is your primary reason for leaving the field of education? (check ONE only) [CHOICES CONTINUED ON FOLLOWING PAGE]

☐ Marriage

☐ Motherhood

☐ Called into armed forces

☐ Financial

☐ I did not like educational work.

23. Continued

☐ I did not find the educational community compatible.

☐ The status (community or social) was not satisfactory.

☐ A superior opportunity was offered me.

☐ I was more interested in other kinds of activities.

☐ I was not successful as a teacher.

24. Describe very briefly the occupational situation you hope to be in ten years from now:

____

____

____

25. How do you feel about returning (or turning) to employment in education? (check ONE only)

☐ I definitely plan to return to education as soon as circumstances permit.

☐ If I return to an employed status it will probably be in education.

☐ I am seriously considering returning to education in the near future.

☐ I would return eagerly to education if the pay were comparable to that of my present position.

☐ I have no thoughts of returning to education.

☐ I occasionally think of returning to education, but I probably will not do it.

☐ I would return to education only under very dire circumstances.

☐ I will never do educational work again.

II. ATTITUDE SURVEY

Instructions: Below are thirty-eight statements dealing with issues on which competent teachers disagree. Circle the letter opposite the one choice which best expresses your belief, attitude, or opinion about the problem. There are no "Right" or "Wrong" answers. Whatever you happen to think about it is the right answer for you.

1. The maximum role of a teacher organization in meeting the problem of the culturally disadvantaged school population should be to:

   a. encourage that the issue be analyzed in all social science classes
   b. campaign actively for social legislation that would encourage integration in the community
   c. endorse efforts to integrate the school population (e.g. busing or redrawing school boundaries)
   d. take no responsibility for this social problem

2. Government breathalyser tests and campaigns to advertise the dangers of cigarette smoking should be viewed as an attempt:

   a. to control the excessive use of these items by certain individuals
   b. to warn the public of dangers
   c. by government to educate the public and make life for its citizens safer
   d. by government to place one more restriction on the freedom of individuals in a free economic system

3. The cost of student tuition and expenses in college should be met by the state to the extent of:

   a. tuition and expenses with additional support for all students
   b. no expenses or tuition
   c. tuition and expenses with additional support given for needy students
   d. tuition but not expenses

4. Certification for elementary teachers can best be controlled by:

   a. local boards of education
   b. training institutes which concentrate on the practical skills of teaching
   c. state boards of education
   d. colleges and universities with schools of education

5. Evaluations of teacher perfermance should be conducted by:

   a. external school inspectors
   b. internal evaluation by the teacher and principal
   c. self evaluation by the teachers of a department or grade level.
   d. inspectors in consultation with the principal

6. Provision for medical security should be met by:

   a. private health insurance with supplementary federal insurance for the aged and poor
   b. private health insurance on a voluntary basis
   c. public health insurance through federal funds
   d. private health insurance with federal insurance for hospitalization

7. In the high school, student responsibility for the governance of extracurricular activities should be:

   a. controlled by faculty representatives
   b. guided with faculty cooperation
   c. allowed without reservation
   d. restricted to directives from the faculty

8. Students should be promoted in school each year mainly on the basis of:

   a. standardized achievement tests
   b. professional judgment of the student's teachers
   c. objective tests developed by the school faculty
   d. joint decision of the teacher, pupil, and parent

9. T.V. and radio could best serve the public if:

   a. the state and federal governments provided stations in competition with private stations
   b. all T.V. and radio were taken over as public utilities
   c. stations were supplemented with tax funds
   d. it were left completely to private enterprise

10. Giving prizes for academic achievement in the secondary schools should be viewed as:

    a. desirable since it motivates the best students
    b. desirable since it encourages proper behavior
    c. desirable so long as it does not become the major goal of school work
    d. undesirable as it is an undemocratic encouragement to discipline and authority

11. Communism should be regarded as:

    a. a different way of life which attempts to achieve the same ideals
    b. a major deterrent to freedom in the world
    c. the greatest threat to freedom in the world
    d. a different economic system

12. The selection of a special course of studies in the secondary school (concentration in arts or science subjects) should be declared:

    a. at the beginning of each school year but not limited by past choices
    b. by the age of 11 or 12
    c. by the age of 16
    d. by the senior year

13. Public financial assistance to religious schools should be:

    a. provided for all non-religious programs and services
    b. provided on a shared basis with the public school
    c. completely withheld
    d. provided through auxiliary services (lunches, transportation) only

14. To procure manpower in a modern technological society, the secondary school should be organized so that:

    a. all students are selected for different tracks in a comprehensive school
    b. gifted students are selected at several age levels and given special training
    c. all students are given the chance to select their own courses with a complete guidance service to help him if needed
    d. highly gifted students are selected at an early age for advanced training

15. To continue to improve the standards of secondary education in the United States, schools should adopt the following method of judging students' academic performance:

    a. a national school accreditation
    b. a national system of public examinations
    c. local research and guidance programs
    d. regional accreditation of different schools

16. Britain's political action in the Rhodesian crisis should be to:

    a. send British troops to end the minority rule
    b. leave Rhodesia to work out her own problems
    c. encourage the introduction of black African leaders into more important political positions
    d. apply stiff economic embargoes and end the minority rule

17. The best preparation for secondary school teaching is a:

    a. command of at least two related subject areas
    b. training in several subject areas and group skills
    c. balance between mastery of subject areas and professional work
    d. grounding in one subject matter area

18. High quality secondary education for all can only be achieved in practice through:

    a. common schools that are carefully streamed according to age and ability
    b. common schools with a wide choice of curriculum and student selection of courses
    c. separate schools with allowance for easy transfer between schools
    d. separate schools for separate abilities and aptitudes

19. U. S. competition with Russian scientists in man's race to the moon should be to:

    a. kept at its present high level of priority
    b. slowed down to cope with problems of urban development in the U. S.
    c. increased to assure the U. S. reaches the moon first
    d. substantially decreased until solutions to critical social problems on earth have been achieved

20. The selection of students for higher education should be determined on the basis of:

    a. Self direction, interest of the pupil, and extensive guidance counselling
    b. performance or entrance examinations in a wide range of subjects
    c. high school accreditation and achievement records
    d. performance on competitive examinations in a special subject

21. Corporal punishment in the school for children of ages 5-11 should be:

    a. forbidden
    b. used as a regular means of classroom control
    c. used frequently at first with hopes of reducing use in later grades
    d. used sparingly with a witness present and a written report filed

22. The pupils in an elementary school in a city such as Ann Arbor should come from:

    a. a geographic area but one which has included some students of all socio-economic groups
    b. a specific geographic area whose boundaries conform to socio-economic patterns
    c. as close a representation of the total community population as possible
    d. a specific geographic area with no consideration for socio-economic patterns

23. Control of nuclear weapons should be left to:

    a. Western powers
    b. Eastern and Western powers
    c. an international organization
    d. discretion of nations producing them

24. The elementary school curriculum should have as its major emphasis the development of:

    a. intellectual skills only
    b. extracurricular competencies and a above
    c. social skills and b above
    d. a worthy self concept for each child

25. Elementary education for children between the ages of 5-11 should:

    a. teach students about their rights and responsibilities as well as b through subjects
    b. prepare students for secondary school but in a wide range of subject areas
    c. prepare children for entry to selected secondary schools
    d. teach students to be better producers and consumers in their society through subjects

26. Part of America's role in the economic development of the world should be to extend trade:

    a. freely to any nation
    b. freely to allies
    c. to allies on a limited basis
    d. to any nation on a limited basis

27. Educational programs for physically handicapped children should attempt to:

    a. separate children in special schools but return them for as many normal school programs as possible
    b. separate children from normal classrooms but within the same school
    c. develop special schools for the physically handicapped
    d. integrate children within the normal school

28. The best response to a foreigner's criticism of the American way of life would be:

    a. foreign opinion has been of little use in solving our problems in the past
    b. foreign opinion is of little use but it should always be allowed
    c. foreign opinion will always help us improve our way of life
    d. foreign nations should solve their own pressing problems before criticizing America

29. Britain's commitment to the common market should be encouraged if:

    a. it does not interfere with U. S.-British ties
    b. it is in Britain's best self-interest
    c. it supports the U. S.'s interests
    d. it aids the general world economy

30. The contribution of an interested parent organization to a school program should be viewed as:

    a. an interference but still to be kept for community-school relationships
    b. vital and necessary
    c. an interference and eliminated when it disrupts the school's task
    d. useful in some communities

31. The extent to which the school can be expected to provide for the health care of students while in school is to:

    a. provide medical and dental examinations in the school
    b. provide in addition to a above, school lunches and clothing for children who need them
    c. require medical and dental examinations from family physicians twice yearly
    d. require medical examinations from family physicians

32. To encourage the maximum use of a community's human resources a school board should spend more money to assure that the schools:

    a. have a guidance and counselling service which would eliminate the need for any selection
    b. know what positions its students can expect when school is finished
    c. have a reliable means of identifying the best students
    d. have a wide program of standardized examinations

33. The American way of life should be considered:

    a. as close as human beings can get to a perfect society
    b. a constructive form of life which must be defended
    c. appropriate for those living today on our continent
    d. inappropriate for the present needs of the world unless fundamental changes are made

34. Parents should participate in their children's formal education to the extent that they would be:

    a. discouraged from interferring with the school's task
    b. given the opportunity to consult with the teacher as special problems arose
    c. encouraged to consult regularly with the teacher
    d. invited to special events such as general school meetings, sports days, and prize days

35. The use of the school building for community activities should be:

    a. encouraged if they do not interfere with the school program
    b. encouraged so that they become part of the school program
    c. allowed if they do not interfere with the school program
    d. used only for special occasions

36. The teaching of spiritual values acceptable to the American community should be:

    a. prohibited in public schools
    b. taught through a factual study of different religions
    c. taught as part of a common core of essential subjects
    d. taught through Bible reading or released time programs

37. The American commitment for training foreign students from developing nations in U. S. graduate schools should be:

    a. none
    b. limited to small numbers
    c. necessary so long as training is not provided abroad
    d. great not only for development of nations but for our understanding of foreign culture

38. The state should regard support of non-public schools as:

    a. necessary as long as adequate public schools are provided first
    b. unconstitutional and detrimental to the development of a democratic society
    c. necessary in a pluralistic society
    d. unnecessary as long as adequate public schools are provided

III. SHEFFIELD EVALUATION QUESTIONNAIRE

The Sheffield Program is about to begin its ninth year. Though the Program is essentially the same as it was when you went to Sheffield, it has grown considerably in size. The following is a series of questions about your own Sheffield experiences. Careful attention to each of them will help us determine whether such experiences have contributed to your professional preparation for teaching. (Please answer those that apply to you even if you have never taught.)

1. Indicate by ranking 1, 2, 3, 4, 5, 6, (1 is most important) the importance of the following in your total program of teacher preparation at the University of Michigan.

   ☐ preparation in major academic subject
   ☐ other undergraduate liberal arts courses
   ☐ formal course work in the School of Education
   ☐ student teaching in Michigan
   ☐ student teaching in Sheffield
   ☐ formal course work in Sheffield
   ☐ others (please specify)

2. Indicate by ranking 1, 2, 3, 4, 5, 6, (1 is most important) which of the following Sheffield experiences was of greatest value to your professional preparation.

   ☐ lectures and tutorials
   ☐ student teaching
   ☐ field experiences (school visits, residential course)
   ☐ travel throughout the British Isles
   ☐ living with a British family
   ☐ others (please specify)

3. Indicate by marking 1, 2, 3, (1 is most different, 2 is nearly the same, 3 is the same) which of the following Sheffield activities differed most from similar activities you undertook at Ann Arbor. For those marked 1, briefly indicate how they differed.

☐ lectures and classwork

☐ student teaching

☐ written work

☐ field experiences

☐ extra-curricular activities

☐ establishing rapport with colleagues

☐ establishing rapport with staff members

☐ others (please specify)

4. Check any of the following areas in which you feel your Sheffield experience has helped you. Check by ranking 1, 2, 3, etc. (1 is most important) the importance of those which you check. Briefly specify how the Sheffield experience has assisted you in the areas you have ranked.

☐ ability to teach (methods)

☐ interest and understanding in your major subject

☐ interest in new educational problems, both national and international

☐ interest in vital social issues in the United States

☐ understanding of the school's tasks in modern society

☐ interest and understanding in critical international problems

☐ others (please specify)

5. Indicate which of the following best represents your view about the importance to teachers of having first hand experience in a foreign culture.

   ☐ unnecessary

   ☐ not too important

   ☐ desirable but not necessary

   ☐ necessary if possible

   ☐ indispensable

6. To what extent have you been able to relate international points of view directly to your classroom activities. Please cite any outstanding examples.

   ☐ almost always

   ☐ frequently

   ☐ sometimes

   ☐ almost never

   ☐ never

Instructions for items 7 to 10. Please answer each question according to the specified frame of reference, GENERAL or PROFESSIONAL. Check only one box in each column.

7.

A.

"That GENERAL preparation of UM traduates in education is generally superior to most similar programs is an opinion of . . .

☐ Most people I know."
☐ Many people I know."
☐ Some people I know."
☐ Few People I know."
☐ No one I know."

B.

"That PROFESSIONAL preparation of UM graduates in education is generally superior to most similar programs is an opinion of . . .

☐ Most people I know."
☐ Many people I know."
☐ Some people I know."
☐ Few people I know."
☐ No one I know."

8.

A.

In general, how well were you prepared for teaching by the PROFESSIONAL part of your program?

☐ very well prepared
☐ quite well prepared
☐ somewhat prepared
☐ inadequately prepared
☐ very inadequately prepared

B.

In general, how well were you prepared for seeing the importance of international points of view in teaching by the PROFESSIONAL part of your program?

☐ very well prepared
☐ quite well prepared
☐ somewhat prepared
☐ inadequately prepared
☐ very inadequately prepared

9. How do you think this present impression of the PROFESSIONAL part differs from your impression during the first year or two following completion of the program?

- ☐ first impression much more favorable than present
- ☐ first impression somewhat more favorable than present
- ☐ first impression about the same as present
- ☐ first impression somewhat less favorable than present
- ☐ first impression much less favorable than present

10. Please estimate the value of the counselling and advising that you received in connection with the PROFESSIONAL part of the UM program. CHECK ONE BOX IN EACH COLUMN.

A. With regard to ACADEMIC matters	B. With regard to NON-ACADEMIC matters
☐ very helpful	☐ very helpful
☐ moderately helpful	☐ moderately helpful
☐ somewhat helpful	☐ somewhat helpful
☐ little or no help	☐ little or no help
☐ received no counselling	☐ received no counselling

11. Below is a list of clubs and organizations that many teachers are active in. Please indicate by checking any in which you have participated.

Organizations	Member	Officer
church connected groups		
civil rights organizations	☐	☐
labor unions	☐	☐
fraternal organizations	☐	☐
parent teacher organizations	☐	☐
cultural groups (art, music)	☐	☐
youth-serving (scouts, big brother	☐	☐
sports groups	☐	☐
neighborhood improvement	☐	☐
political clubs (please specify)	☐	☐
international peace organizations (UN)	☐	☐
other (please specify)	☐	☐

Activities	Member	Officer
political party or candidates	☐	☐
educational groups	☐	☐
charity drives (United Fund)	☐	☐
medical drives	☐	☐
civic improvement	☐	☐
civil defense	☐	☐
work for racial integration	☐	☐
work for disarmament or pacifist groups	☐	☐

11. Continued

Activities	Member	Officer
church committees	☐	☐
cultural committees	☐	☐
other (please specify)	☐	☐

12. Below is a list of professional activities in which teachers often make a contribution. Please indicate by checking those in which you have participated.

Organizations	Member	Officer
teacher organization	☐	☐
honorary societies	☐	☐
publications	☐	☐
special subject organizations	☐	☐
national study groups	☐	☐
international conference delegate (Please specify)	☐	☐
curriculum study group	☐	☐
other (please specify	☐	☐

13. Answer 13 only if you have traveled in a foreign country since completing your undergraduate training at the University of Michigan.

Country	Date(s) & length of stay(s)	Purpose (use code given below)
Britain		
Europe		
Middle East		
Scandanavia		
Soviet Union		
South Asia		
South East Asia		
Canada		
Mexico		
Latin America		
Africa		

Code for purpose of travel

1	Military service
2	Vacation
3	Business
4	Study
5	Research
6	Emigration
7	Teach
8	Other (please specify)
9	Accompany husband (please specify)
10	Peace Corps

14. The following are possible ways in which former students continue to relate to British education and society as a result of their Sheffield experiences. Please check any you continue with or would say have been the result of studying in Sheffield.

- ☐ discuss your Sheffield experiences with different groups or clubs
- ☐ correspond with a British student met at Sheffield
- ☐ correspond with a staff member of the University of Sheffield
- ☐ correspond with friends or family you stayed with in Sheffield
- ☐ married a friend met while at Sheffield
- ☐ returned to England to work (please specify)
- ☐ returned to England to tour and visit friends
- ☐ read about developments in British education in journals and newspapers
- ☐ read about British society through the newspaper
- ☐ recommended that other teachers have a similar experience
- ☐ read modern British literature

15. If you were asked to make one suggestion on a way in which the Sheffield Program could have been improved, what would it be?

16. Write a short paragraph about your Sheffield experience. Tell whether it is an experience you would wish to repeat as part of your teacher training, and why you might urge other prospective teachers to have such an experience.

PLEASE RETURN THIS COMPLETED FORM AS SOON AS POSSIBLE

APPENDIX C

I. BIOGRAPHICAL DATA SHEET

1. General information:

Name: Last ____________________

First ____________________ Middle ________________

Name under which you were enrolled in the University of Michigan: ______________________________

Birth date: ______________________________

Social Security number: ☐☐☐

(This is now the standard means of identification for all data-collecting instruments.)

Check here if you would like to receive the results of this study.

☐ Yes

Mailing address:
Summer 1968

Street __________________________________

City __________________________________

2. Marital status (check one):

☐ Single → SKIP TO ITEM 3.

☐ Married

☐ Divorced or Separated

☐ Widowed

→ PLEASE GO ON TO ITEM 2-A.

2-A. Year of marriage ___________________

Years of birth of children, if any: _____ _____ _____

_____ _____ _____

Spouse's full name ______________________________________

2-A. Continued

Spouse's position or occupation ______________________

Spouse's highest academic degree:

Degree	Institution	Field

3. DEGREES AND CERTIFICATES ATTAINED AND EXPECTED

3-A. Did you continue your formal education after you left the University of Michigan?

Yes No [SKIP TO ITEM 4]

If yes, please list the institutions you have attended and indicate the certificates and/or degrees you obtained or expect to obtain, or other purpose for further study.

Name of Institution	Certificate (e.g. elem. provis., second. permanent)	Degree (e.g. MA, Ph.D.)	Other Purpose	Date Awarded or Expected

3-B. Please list scholarships, fellowships, or other academic awards you have received since finishing your University of Michigan undergraduate program.

Name of Award	Dates Held

4. Employment Status (check one):

☐ Presently Employed → PLEASE GO ON TO ITEM 4-A.

☐ Previously but not Presently Employed → SKIP TO ITEM 4-B.

☐ Homemaker with no previous outside employment
☐ Never employed
→ SKIP TO ITEM 21.

4-A. Present position or occupation ____________________

Employer ____________________

Employer's Address ____________________

If teaching elementary of high school, name and address of your Principal or Personnel Director

____

4-B. Please list all previous employment you have held, either full-time or part-time, since leaving the University of Michigan.

Position	Employer	Employer's Address	Dates of Employment	If teaching, Name of Principal

4-C. Indicate total gross annual salary by checking the appropriate box. Please indicate both starting and present salaries by putting a 1 (for starting) and a 2 (for present) in the appropriate boxes.

☐ Below $5000
☐ $5000-5999
☐ $6000-6999
☐ $7000-7999
☐ $8000-8999
☐ $9000-9999
☐ $10,000-11,999
☐ $12,000-14,999
☐ $15,000-20,000

5. Employment in the field of Education:

5-A. ☐ If you are not presently and have never been employed in the field of education SKIP TO ITEM 23.

5-B. ☐ If you are presently teaching at the elementary or secondary level please list the subject(s) and grade level(s).

Subject	Grade Level
______________	________________
______________	________________
______________	________________
______________	________________

5-C. ☐ If you are teaching at the college or university level please list the courses you are teaching.

Courses	Grad./Undergrad.	Dates Taught
_______	________________	____________
_______	________________	____________
_______	________________	____________
_______	________________	____________

The time-bars in items 6 through 16 relate to the nature of your elementary and secondary teaching. Please mark each time-bar to indicate which years you taught in that category. Each space in the bar designates one school year Aug./Sept.-June.

EXAMPLE: If your only teaching experience was in a private school 1964-65, put an X in the space marked 1964-65 in the private school row.

	60-61	61-62	62-63	63-64	64-65	65-66	66-67	67-68
I taught in a private or Parochial school.	☐	☐	☐	☐	☒	☐	☐	☐

(If any of the teaching was less than full-time, please circle the X's you mark for this.)

6. I taught in a rural or rural-consolidated school. ☐☐ ☐☐☐☐ ☐☐

7. I taught in a suburban school system. ☐☐ ☐☐☐☐ ☐☐

		60-61	61-62	62-63	63-64	64-65	65-66	66-67	67-68
8.	I taught in a urban inner-city school system.	☐	☐	☐	☐	☐	☐	☐	☐
9.	I taught in a private or parochial school.	☐	☐	☐	☐	☐	☐	☐	☐
10.	I taught in a system with more than one high school.	☐	☐	☐	☐	☐	☐	☐	☐
11.	I taught in a system with more than one junior high school.	☐	☐	☐	☐	☐	☐	☐	☐
12.	1/3 or more of the students I taught were the kind who were likely to go to college.	☐	☐	☐	☐	☐	☐	☐	☐
13.	1/3 or more of the students in my school building were the kind who were likely to go to college.	☐	☐	☐	☐	☐	☐	☐	☐
14.	My chief role was teaching, but I also had some administrative or supervisory responsibility.	☐	☐	☐	☐	☐	☐	☐	☐
15.	I taught some, but my primary responsibility was administrative or supervisory functions.	☐	☐	☐	☐	☐	☐	☐	☐
16.	I also held part-time employment in addition to teaching.	☐	☐	☐	☐	☐	☐	☐	☐
17.	I taught at least one course in a second minor.	☐	☐	☐	☐	☐	☐	☐	☐

18. What were these courses? ____________________

19. Please record the grade range of your elementary and secondary teaching by marking each applicable time-bar with X's to indicate which years you taught in that category.

a.	Kindergarten, nursery	☐	☐	☐	☐	☐	☐	☐	☐
b.	Grades 1-3	☐	☐	☐	☐	☐	☐	☐	☐
c.	Grades 4-6	☐	☐	☐	☐	☐	☐	☐	☐
d.	Special elementary	☐	☐	☐	☐	☐	☐	☐	☐
e.	Combined secondary (7-12)	☐	☐	☐	☐	☐	☐	☐	☐
f.	Junior high (7-9)	☐	☐	☐	☐	☐	☐	☐	☐
g.	Senior high (10-12)	☐	☐	☐	☐	☐	☐	☐	☐

	60-61	61-62	62-63	63-64	64-65	65-66	66-67	67-68
20. I taught at a level other than that at which I was certified.	☐	☐	☐	☐	☐	☐	☐	☐
21. I taught at least one course outside my certified fields.	☐	☐	☐	☐	☐	☐	☐	☐

21-A. What were these courses? ____________________

22. Which ONE of the following best describes your situation?

☐ I definitely plan to remain in the field of education.

☐ I plan to remain in education, but I will remain open to other good opportunities.

☐ I would like to remain in education, but circumstances may force me into another occupation.

☐ I will probably leave education in the near future, but I hope to return to it at a later time.

☐ I will probably remain in education, although I would prefer to find suitable employment in another field.

☐ I definitely plan to leave education permanently very soon.

☐ I am no longer in the field of education.

☐ I have never been in the field of education.

NOTE: Answer 23-25 only if you are not now or were never employed in the field of education.

23. What is your primary reason for leaving the field of education? (check ONE only) [CHOICES CONTINUED ON FOLLOWING PAGE

☐ Marriage

☐ Motherhood

☐ Called into armed forces

☐ Financial

☐ I did not like educational work.

23. Continued

☐ I did not find the educational community compatible.
☐ The status (community or social) was not satisfactory.
☐ A superior opportunity was offered me.
☐ I was more interested in other kinds of activities.
☐ I was not successful as a teacher.

24. Describe very briefly the occupational situation you hope to be in ten years from now:

25. How do you feel about returning (or turning) to employment in education? (check ONE only)

☐ I definitely plan to return to education as soon as circumstances permit.
☐ If I return to an employed status it will probably be in education.
☐ I am seriously considering returning to education in the near future.
☐ I would return eagerly to education if the pay were comparable to that of my present position.
☐ I have no thoughts of returning to education.
☐ I occasionally think of returning to education, but I probably will not do it.
☐ I would return to education only under very dire circumstances.
☐ I will never do educational work again.

II. ATTITUDE SURVEY

Instructions: Below are thirty-eight statements dealing with issues on which competent teachers disagree. Circle the letter opposite the one choice which best expresses your belief, attitude, or opinion about the problem. There are no "Right" or "Wrong" answers. Whatever you happen to think about it is the right answer for you.

1. The maximum role of a teacher organization in meeting the problem of the culturally disadvantaged school population should be to:

   a. encourage that the issue be analyzed in all social science classes
   b. campaign actively for social legislation that would encourage integration in the community
   c. endorse efforts to integrate the school population (e.g. busing or redrawing school boundaries)
   d. take no responsibility for this social problem

2. Government breathalyser tests and campaigns to advertise the dangers of cigarette smoking should be viewed as an attempt:

   a. to control the excessive use of these items by certain individuals
   b. to warn the public of dangers
   c. by government to educate the public and make life for its citizens safer
   d. by government to place one more restriction on the freedom of individuals in a free economic system

3. The cost of student tuition and expenses in college should be met by the state to the extent of:

   a. tuition and expenses with additional support for all students
   b. no expenses or tuition
   c. tuition and expenses with additional support given for needy students
   d. tuition but not expenses

4. Certification for elementary teachers can best be controlled by:

   a. local boards of education
   b. training institutes which concentrate on the practical skills of teaching
   c. state boards of education
   d. colleges and universities with schools of education

5. Evaluations of teacher performance should be conducted by:

   a. external school inspectors
   b. internal evaluation by the teacher and principal
   c. self evaluation by the teachers of a department or grade level.
   d. inspectors in consultation with the principal

6. Provision for medical security should be met by:

   a. private health insurance with supplementary federal insurance for the aged and poor
   b. private health insurance on a voluntary basis
   c. public health insurance through federal funds
   d. private health insurance with federal insurance for hospitalization

7. In the high school, student responsibility for the governance of extracurricular activities should be:

   a. controlled by faculty representatives
   b. guided with faculty cooperation
   c. allowed without reservation
   d. restricted to directives from the faculty

8. Students should be promoted in school each year mainly on the basis of:

   a. standardized achievement tests
   b. professional judgment of the student's teachers
   c. objective tests developed by the school faculty
   d. joint decision of the teacher, pupil, and parent

9. T.V. and radio could best serve the public if:

   a. the state and federal governments provided stations in competition with private stations
   b. all T.V. and radio were taken over as public utilities
   c. stations were supplemented with tax funds
   d. it were left completely to private enterprise

10. Giving prizes for academic achievement in the secondary schools should be viewed as:

    a. desirable since it motivates the best students
    b. desirable since it encourages proper behavior
    c. desirable so long as it does not become the major goal of school work
    d. undesirable as it is an undemocratic encouragement to discipline and authority

11. Communism should be regarded as:

    a. a different way of life which attempts to achieve the same ideals
    b. a major deterrent to freedom in the world
    c. the greatest threat to freedom in the world
    d. a different economic system

12. The selection of a special course of studies in the secondary school (concentration in arts or science subjects) should be declared:

    a. at the beginning of each school year but not limited by past choices
    b. by the age of 11 or 12
    c. by the age of 16
    d. by the senior year

13. Public financial assistance to religious schools should be:

    a. provided for all non-religious programs and services
    b. provided on a shared basis with the public school
    c. completely withheld
    d. provided through auxiliary services (lunches, transportation) only

14. To procure manpower in a modern technological society, the secondary school should be organized so that:

    a. all students are selected for different tracks in a comprehensive school
    b. gifted students are selected at several age levels and given special training
    c. all students are given the chance to select their own courses with a complete guidance service to help him if needed
    d. highly gifted students are selected at an early age for advanced training

15. To continue to improve the standards of secondary education in the United States, schools should adopt the following method of judging students' academic performance:

    a. a national school accreditation
    b. a national system of public examinations
    c. local research and guidance programs
    d. regional accreditation of different schools

16. Britain's political action in the Rhodesian crisis should be to:

    a. send British troops to end the minority rule
    b. leave Rhodesia to work out her own problems
    c. encourage the introduction of black African leaders into more important political positions
    d. apply stiff economic embargoes and end the minority rule

17. The best preparation for secondary school teaching is a:

    a. command of at least two related subject areas
    b. training in several subject areas and group skills
    c. balance between mastery of subject areas and professional work
    d. grounding in one subject matter area

18. High quality secondary education for all can only be achieved in practice through:

    a. common schools that are carefully streamed according to age and ability
    b. common schools with a wide choice of curriculum and student selection of courses
    c. separate schools with allowance for easy transfer between schools
    d. separate schools for separate abilities and aptitudes

19. U. S. competition with Russian scientists in man's race to the moon should be to:

    a. kept at its present high level of priority
    b. slowed down to cope with problems of urban development in the U. S.
    c. increased to assure the U. S. reaches the moon first
    d. substantially decreased until solutions to critical social problems on earth have been achieved

20. The selection of students for higher education should be determined on the basis of:

    a. Self direction, interest of the pupil, and extensive guidance counselling
    b. performance or entrance examinations in a wide range of subjects
    c. high school accreditation and achievement records
    d. performance on competitive examinations in a special subject

21. Corporal punishment in the school for children of ages 5-11 should be:

    a. forbidden
    b. used as a regular means of classroom control
    c. used frequently at first with hopes of reducing use in later grades
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    a. Western powers
    b. Eastern and Western powers
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    b. extracurricular competencies and _a_ above
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    b. prepare students for secondary school but in a wide range of subject areas
    c. prepare children for entry to selected secondary schools
    d. teach students to be better producers and consumers in their society through subjects

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    a. freely to any nation
    b. freely to allies
    c. to allies on a limited basis
    d. to any nation on a limited basis

27. Educational programs for physically handicapped children should attempt to:

    a. separate children in special schools but return them for as many normal school programs as possible
    b. separate children from normal classrooms but within the same school
    c. develop special schools for the physically handicapped
    d. integrate children within the normal school

28. The best response to a foreigner's criticism of the American way of life would be:

    a. foreign opinion has been of little use in solving our problems in the past
    b. foreign opinion is of little use but it should always be allowed
    c. foreign opinion will always help us improve our way of life
    d. foreign nations should solve their own pressing problems before criticizing America

29. Britain's commitment to the common market should be encouraged if:

    a. it does not interfere with U. S.-British ties
    b. it is in Britain's best self-interest
    c. it supports the U. S.'s interests
    d. it aids the general world economy

30. The contribution of an interested parent organization to a school program should be viewed as:

    a. an interference but still to be kept for community-school relationships
    b. vital and necessary
    c. an interference and eliminated when it disrupts the school's task
    d. useful in some communities

31. The extent to which the school can be expected to provide for the health care of students while in school is to:

    a. provide medical and dental examinations in the school
    b. provide in addition to a above, school lunches and clothing for children who need them
    c. require medical and dental examinations from family physicians twice yearly
    d. require medical examinations from family physicians

32. To encourage the maximum use of a community's human resources a school board should spend more money to assure that the schools:

    a. have a guidance and counselling service which would eliminate the need for any selection
    b. know what positions its students can expect when school is finished
    c. have a reliable means of identifying the best students
    d. have a wide program of standardized examinations

33. The American way of life should be considered:

    a. as close as human beings can get to a perfect society
    b. a constructive form of life which must be defended
    c. appropriate for those living today on our continent
    d. inappropriate for the present needs of the world unless fundamental changes are made

34. Parents should participate in their children's formal education to the extent that they would be:

    a. discouraged from interferring with the school's task
    b. given the opportunity to consult with the teacher as special problems arose
    c. encouraged to consult regularly with the teacher
    d. invited to special events such as general school meetings, sports days, and prize days

35. The use of the school building for community activities should be:

  a. encouraged if they do not interfere with the school program
  b. encouraged so that they become part of the school program
  c. allowed if they do not interfere with the school program
  d. used only for special occasions

36. The teaching of spiritual values acceptable to the American community should be:

  a. prohibited in public schools
  b. taught through a factual study of different religions
  c. taught as part of a common core of essential subjects
  d. taught through Bible reading or released time programs

37. The American commitment for training foreign students from developing nations in U. S. graduate schools should be:

  a. none
  b. limited to small numbers
  c. necessary so long as training is not provided abroad
  d. great not only for development of nations but for our understanding of foreign culture

38. The state should regard support of non-public schools as:

  a. necessary as long as adequate public schools are provided first
  b. unconstitutional and detrimental to the development of a democratic society
  c. necessary in a pluralistic society
  d. unnecessary as long as adequate public schools are provided

III. PROGRAM EVALUATION SURVEY

The following questions will allow you to evaluate your professional preparation as it relates (ed) to your teaching situation. It will also allow you to indicate activities you have participated in since graduation. Your careful attention to each question will help us determine how your preparation has been of benefit to you. (Please answer those that apply to you even if you have never taught.)

1. Indicate by ranking 1, 2, 3, 4, (1 is most important) the importance of the following in your total program of teacher preparation at the University of Michigan.

   ☐ preparation in major academic subject

   ☐ other undergraduate liberal arts courses

   ☐ formal course work in the School of Education

   ☐ student teaching

   ☐ others (please specify)

2. Check any of the following areas in which you feel your professional preparation at the University of Michigan has helped you. Indicate by ranking 1, 2, 3, etc. (1 is most important) the importance of those which you check. Briefly specify how those you rank have made a difference.

   ☐ ability to teach (methods)

   ☐ interest and understanding in your major subject

   ☐ interest in new educational problems both national and international

2. Continued

   ☐ interest in vital social issues in the United States

   ☐ understanding of the school's tasks in American society

   ☐ interest and understanding of critical international problems

   ☐ others (please specify)

3. Indicate which of the following best represents your view about the importance to teachers of having first hand experience in a foreign culture.

   ☐ unnecessary
   ☐ not too important
   ☐ desirable but not necessary
   ☐ necessary if possible
   ☐ indispensable

4. To what extent have you been able to relate international points of view directly to your classroom activities. Please cite any outstanding examples.

   ☐ almost always

   ☐ frequently

   ☐ sometimes

   ☐ almost never

   ☐ never

Instructions for items 5 to 8. Please answer each question according to the specified frame of reference, GENERAL or PROFESSIONAL. Check only one box in each column.

5. A.

"That GENERAL preparation of UM graduates in education is generally superior to most similar programs is an opinion of . . .

☐ Most people I know."
☐ Many people I know."
☐ Some people I know."
☐ Few people I know."
☐ No one I know."

B.

"That PROFESSIONAL preparation of UM graduates in education is generally superior to most similar programs is an opinion of . . .

☐ Most people I know."
☐ Many people I know."
☐ Some people I know."
☐ Few people I know."
☐ No one I know."

6. A.

In general, how well were you prepared for teaching by the PROFESSIONAL part of your program?

☐ Very well prepared
☐ Quite well prepared
☐ Somewhat prepared
☐ Inadequately prepared
☐ Very inadequately prepared

B.

In general, how well were you prepared for seeing the importance of international points of view in teaching by the PROFESSIONAL part of your program?

☐ Very well prepared
☐ Quite well prepared
☐ Somewhat prepared
☐ Inadequately prepared
☐ Very inadequately prepared

7. How do you think this present impression of the PROFESSIONAL part differs from your impression during the first year or two following completion of the program?

☐ first impression much more favorable than present

☐ first impression somewhat more favorable than present

☐ first impression about the same as present

☐ first impression somewhat less favorable than present

☐ first impression much less favorable than present

8. Please estimate the value of the counselling and advising that you received in connection with the PROFESSIONAL part of the UM program. CHECK ONE BOX IN EACH COLUMN.

A. With regard to ACADEMIC matters	B. With regard to NON-ACADEMIC matters
☐ very helpful	☐ very helpful
☐ moderately helpful	☐ moderately helpful
☐ somewhat helpful	☐ somewhat helpful
☐ little or no help	☐ little or no help
☐ received no counselling	☐ received no counselling

9. Below is a list of clubs and organizations that many teachers are active in. Please indicate by checking any in which you have participated.

Organizations	Member	Officer
church connected groups	☐	☐
civil rights organizations	☐	☐
labor unions	☐	☐
fraternal orbanizations	☐	☐
parent teacher organizations	☐	☐
cultural groups (art, music)	☐	☐
youth-serving (scouts, big brother)	☐	☐
sports groups	☐	☐
neighborhood improvement	☐	☐
political clubs (please specify)	☐	☐
international peace organizations (UN)	☐	☐
other (please specify)	☐	☐

Activities	Member	Officer
political party or candidates	☐	☐
educational groups	☐	☐
charity drives (United Fund)	☐	☐
medical drives	☐	☐
civic improvement	☐	☐
civil defense	☐	☐
work for racial integration	☐	☐
work for disarmament or pacifist groups	☐	☐

9. Continued

Activities	Member	Officer
church committees	☐	☐
cultural committees	☐	☐
other (please specify)	☐	☐

10. Below is a list of professional activities in which teachers often make a contribution. Please indicate by checking those in which you have participated.

Activities	Member	Officer
teacher organization	☐	☐
honorary societies	☐	☐
publications	☐	☐
special subject organizations	☐	☐
national study groups	☐	☐
international conference delegate (please specify)	☐	☐
curriculum study group	☐	☐
other (please specify)	☐	☐

11. If you were asked to make one suggestion as to how your professional preparation could have been improved, what would it be?

PLEASE RETURN THIS COMPLETED FORM AS SOON AS POSSIBLE

APPENDIX D

THE UNIVERSITY OF MICHIGAN
ANN ARBOR
SCHOOL OF EDUCATION

Dear

The School of Education has undertaken to evaluate the foreign study of teacher candidates at the University of Michigan. As a graduate of the University you have been selected to participate in this research. You were chosen through a controlled selection procedure in which you represent one of one hundred and fifty students who obtained teacher certificates since 1960. You were notified of this by post card last fall.

To help us complete this study please fill out, 1) Biographical Data Sheet, 2) Attitude Survey, 3) Program Evaluation Survey. Necessary instructions are given for each of these sections. Please respond to each whether you have worked in the field of education or not. The value of the survey depends on the frankness and care with which you answer the questions. Your time and thought in filling out these items will help make a significant contribution to a study of importance to the teacher training program at Michigan and elsewhere.

The information which you provide will be used solely for the purposes of the study. Your responses will be treated in the strictest professional confidence and at no time will your name or the name of your school be identified in published reports.

To return the questionnaire please use the enclosed postage paid envelope. Your cooperation in returning this as quickly as possible will be greatly appreciated.

Respectfully yours,

Claude A. Eggertsen

Claude A. Eggertsen
Director, Program in
Comparative Education

THE UNIVERSITY OF MICHIGAN
ANN ARBOR
SCHOOL OF EDUCATION

June 26, 1968

Miss Jacobsen

Dear

The School of Education has undertaken to evaluate the foreign study of teacher candidates at the University of Michigan. A teacher who has been in your system has been selected to participate in this research. The teacher whose name appears on the enclosed form has given us your name.

To help us complete the study please fill out the Teacher Evaluation Sheet. The value of the survey depends on the frankness and care with which you evaluate this teacher. Your time and thought in filling out these items will help us make a contribution to a study of importance to the teacher training program at Michigan and elsewhere.

The information which you provide will be used solely for the purposes of the study. Your responses will be treated in the strictest professional confidence, and at no time will your name, the name of your school, or the name of the teacher be identified in published reports.

To return the evaluation please use the enclosed postage paid envelope. Your cooperation in returning this as quickly as possible will be greatly appreciated.

Respectfully yours,

Claude A. Eggertsen

Claude A. Eggertsen
Director, Program in
Comparative Education

APPENDIX E

TEACHER EVALUATION SHEET

Name of Teacher ______________________________

School ______________________________

Date of Employment ______________________________

Check position of Evaluator

☐ Principal
☐ Department Head
☐ Superintendent
☐ Other (please specify)

Name of Evaluator ______________________________

Check here if you would like to receive the results of this study. yes

Instructions: Please rate the performance of the teacher in comparison with the members of the staff with which he or she worked. Rate the teacher for each area listed below by circling the number which most appropriately reflects your judgment. A high number indicates an outstanding degree of competency or interest; an assessment of 4 represents an average or neutral assessment on the dimension.

Teaching Performance

1. initial take-over: has ability immediately to handle a teaching situation 1 2 3 4 5 6 7
2. preparation in teaching techniques: possesses the variety of skills needed for any teaching situation 1 2 3 4 5 6 7
3. preparation in subject matter: possesses knowledge in field being taught and its relation to other subject areas 1 2 3 4 5 6 7
4. student acceptance: gains the respect of the students in his classes 1 2 3 4 5 6 7
5. creativity and imagination: has ability to face new and difficult situations and turns ordinary teaching assignments into valuable experiences 1 2 3 4 5 6 7
6. realism: grasps the day-to-day difficulties of the profession and makes the best of them 1 2 3 4 5 6 7

Professional Initiative

1. faculty participation: active in faculty affairs and professional organizations 1 2 3 4 5 6 7
2. faculty acceptance: maintains harmonious working relationship with colleagues 1 2 3 4 5 6 7
3. parent involvement: shows interest in home background of students and visits homes when possible 1 2 3 4 5 6 7
4. curriculum planning: active in curriculum planning and revisions 1 2 3 4 5 6 7

5. leadership in extra-curricular activities: starts and leads special activities for students 1 2 3 4 5 6 7

6. community participation: active in community affairs 1 2 3 4 5 6 7

7. state-wide participation: active in state-wide civic or professional groups 1 2 3 4 5 6 7

8. national participation: active or interested in civic or professional groups on the national level 1 2 3 4 5 6 7

9. international participation: active or interested in civic or professional groups, travel, or writing on the international level 1 2 3 4 5 6 7

10. professional growth: pursues opportunities to obtain more professional preparation 1 2 3 4 5 6 7

In general, how well do you feel this teacher was prepared to apply international points of view in teaching in the professional part of his training?

☐ very well prepared
☐ quite well prepared
☐ somewhat prepared
☐ inadequately prepared
☐ very inadequately prepared

How often did this teacher utilize an opportunity to relate international points of view directly to his classroom activities?

☐ almost always
☐ frequently
☐ sometimes
☐ almost never
☐ never

PLEASE RETURN THIS COMPLETED FORM AS SOON AS POSSIBLE

APPENDIX F

Sheffield-Keele Participant Evaluation

1. "In reply to your request for completion of the various forms and questionniares, I have filled out enough of same to last me a lifetime, nay, more than enough, and so you're out of luck on that point as far as I am concerned. However, I do remember our relationship as a good one and offer the following for what it is worth. I consider the Sheffield trip one of the few good things which happened to me during my stay at the University, and I would like to think that it is continuing and expanding. The principal benefit as far as my experience goes was the broadening of the mind which goes with a stay in any "foreign" land. I considered, and consider, the courses a waste of time tho certainly they were no worse than those offered in Ann Arbor. Considering the sorry state of education in this country, I would like to think that a foreign exchange program would be a part of every teacher's preparation. Anything which allows anyone to travel with a minimum of regimentation and restrictions can only be of overall benefit, in my opinion. I hope you don't have to waste much of your time on the involved students' in justifying the program."

2. "Because I am not a teacher at either the elementary or secondary level, I cannot make a relevant comment to this question. I could point out, however, that "foreign experiences," unless adequately prepared for, need not have any effect, either positive or negative, on the individual."

3. "I would repeat it from the point of view of a beneficial foreign experience that is necessary to most teachers. However, it left me with an inadequate professional training. Professional training courses should be improved. For example, better methods and philosophy of Education courses should be offered."

4. "My experience was great, but it was due to the family I lived with. The teaching was interesting, but unrealistic-how can you tell if kids less fascinated by accent, etc., would be so attentive. I have often urged others, but mainly for the travel experience--the only really valuable educational gain was through contact with other teachers. The classroom just tied me down."

5. "My Keele experience was good for me and therefore, good for teacher training. My viewpoints on many things were broadened--which is essential for teachers. This is why I would recommend it to other prospective teachers. However, I would hope that Michigan would make up for the courses missed while in England."

6. "I would definitely urge others to participate in an exchange program to a foreign country. It is enlightening, stimulating, etc. However I do not feel the Sheffield

experience was at all valuable academically...However the student teaching experience was useful though not nearly as useful as that at Michigan. I do think experience and participation in another educational system does make one more aware of the problems in educational planning. This was its saving grace. My travel experience was much more valuable than the time spent at the university."

7. "Join a semester abroad program and "see the world." Having a student base in Europe provided an excellent opportunity for travel. The Sheffield experience was particularly beneficial since there was almost no homework, leaving me free on week-ends and evenings to assimilate a different way of life for 5 months at minimal cost, and at the same time collecting 16 hours worth of credit. I am thankful also for the student teaching part of the program. Having had to relate to children with different world and personal views than myself has made me a less narrow individual and enabled me to accept people on their own terms..."

8. "Not particularly motivated by the academic work in Sheffield nor enthusiastic about my student teaching experience there, I still consider the semester spent in Sheffield one of the most valuable contributions to my college experience. With reduced academic pressure there was time to spend exchanging ideas, as well as trivia, with other students and the family with which we lived. The opportunity to actually live with a culture different than your own as well as to travel, I feel was invaluable in broadening my outlook as well as enliven my interest. It gave me a new perspective on the assets as well as the faults of American society. This general enrichment as well as specific information gathered for teaching (especially useful as I've taught sixth graders who study the world) would make my vote a yes one for anyone else who might have the opportunity to take advantage of this program."

9. "As a personal and social growth experience, I rate my Sheffield experience as most rewarding. Although professionally, it failed to meet all my needs, I would still do it again and recommend the experience of living in another country. Regarding the preparation for teaching, I found the program lacking in such things as methods and new ideas in teaching. Prospective teachers could and should be exposed to the new programs that are being developed... Since then, I have become interested in international education and am planning on taking some course work in this for my M.A."

10. "I must begin by stating that over 5 years have elapsed since my return and my memories are paling and I'm left with only sentimental memories. I would definitely repeat the experience and consider it a valuable part of my educational-not professional educational-experience... heightened

awareness of American social problems, of the role and goal of the American school, of America's international role. Today, for instance, my views of what the American school should be are an amalgam of American and European views. I also learned to appreciate my country and criticize it more responsably. So then, for a general learning experience, I would recommend the program highly, especially for those who are forced to keep abreast of event abroad..."

11. "I found that my experience in Sheffield required many adjustments. I found it difficult to adjust to the European (you're on your own") type instruction-but perhaps it was because I was distracted by all the people and things around me that were new. I was confused as to my role as a student teacher, and at first found it extremely difficult to understand fellow students, teachers and the children. But there were so many contacts with people there that were extremely rewarding. I spent quite a few evenings and weekends with the families of teachers in the secondary modern school where I did student teaching. I also spent part of the Christmas vacation with the family of a Sheffield student. I have corresponded with, and visited the family I stayed with. I have realized that it is very important to go beyond the superficial contact one may have with someone from another culture if one is to understand that other person. Speaking with faculty and students at the University regarding education, politics and economics was quite stimulating."

12. "I'm teaching in a Negro school in Washington D. C. It is not a ghetto school in the strictest sense of the word--about 1/4 of the students will go on to college. My experiences, both adademic and student teaching, in Ann Arbor, were totally useless to me. It is only now, after a year of teaching, that I know what the students I teach need. Whatever preparation, or at least conditioning, I received toward these conditions was in a secondary modern school in Ratherham, England. My criticism then, is that I feel let down by the School of Education in Ann Arbor, and am pleasantly surprised by hhat I learned in Sheffield. I think that this aspect of Sheffield is something you may not have been aware of."

13. "I see the experiences' importance more personally than educationally...The initial experience of teaching can be had anywhere. Nothing special resulted from its happening in an English school. The best part about being in another country is that it forces your values and ideas into focus because of contrast. The experience encourages independence, and self reliance. The benefits professionally are hard to isolate. I have learned more from teaching and my own reading than from any professional training. I see now many ways I would like to improve teacher education."

14. "When the concrete reality of teaching in a ghetto school was upon me, my training in Sheffield and Ann Arbor proved woefully inadequate. Though it broadened me as a person, it did not prepare me for future teachings. What is needed is a two year course in teaching reading, in understanding the culturally deprived child, in actually going to the slums, talking to the welfare patrons, seeing roaches and rats in the bathroom. Though I consider Sheffield one of the best experiences of my life, it is purely on a non-professional basis. My conversation is more literate, more impressive, but my teaching is still for behind what should be considered minimum standards."

15. "Going to Sheffield was perhaps the most important part of my life. I learned such a variety of things; all of which have helped me as I continue to grow in life. The actual classes I took while in Sheffield were not the most adademically stimulating and taught me very litte. Teaching in Sheffield taught me more about the profession than any course I took and my teaching in Ann Arbor. Thrown into a great many classes forced me to be creative and versitile. This is the one thing a teacher must have and this is the one thing the Sheffield program forced upon an individual. Living in a foreign country opened and expanded my entire being. It was marvelous."

16. "The Sheffield experience was definitely worthwhile. It's the experience part-the travel, meeting people, seeing their countries, student teaching in English schools-that I value. I went to a suburban elementary school, a public high school but which was only college prep, and then the University of Michigan. Even in my American student teaching in Ann Arbor, the school with a few exceptions wasn't radically different. Then upon graduation I'm teaching in a different setting-it's not a slum by far but values are different and the problems of grouping within and between classrooms arises; I feel my student teaching in England and understanding of their school has helped me understand the situation I now live in and work in. Only in England did I get any preparation for my present seting. I think the experience of England--travel, living entirely on your own--helped me become more independent and broadened my interest. To read in the paper things now, I feel I have seen it or familiar with and it becomes more meaningful. Lastly I just completed a course in special education-(that's why this is late in being sent in)-and I found the visits to English special schools most helpful. Also for my term paper much research was by English authorities and I better understand their references."

17. "In a negative way, Sheffield was a release from the often trite undergraduate program in education at Michigan. I would certainly repeat it because it was very valuable in a positive way, in and of itself. It gives one the

opportunity to stand outside the United States society in which one has been immersed and look critically at the strengths and weaknesses of one's own society. Being a part of British society for a time is also a tremendously enriching experience, for it is a society, not radically different from ours, but with enough differences so that one is made to evaluate and readjust one's own thinking about United States institutions. The total experience, I believe broadened my outlook and my pool of knowledge and tolerance--these I believe are absolutely invaluable for a prospective teacher!"

18. "Sheffield was certainly the highlight of my undergraduate training. Other than the personal memories that I cherish and relate very frequently, I think the program gave me a stronger commitment to the profession by adding a new dimension. For instance, by relating some of these pleasant memories, about student teaching or the differences in systems for instance, I unconsciously make more of a commitment to education and feel much more professionally complete than had I followed a normal program."

19. "I would highly recommend the Sheffield program to any independent, responsible teacher. It was the highlight of my university career. It provided a very useful contrast to my teaching experience here in the states, besides allowing me to meet some very wonderful people and form some lasting friendships. I became much more aware of the fact that there are other workable education systems besides our own, each having its pros and cons. The only regret that I have is that I am not able to make more use of my experiences in the classroom. It is a bit difficult to weave English culture into a math lesson!"

20. "The most valuable aspect of my Sheffield experience involved being exposed to and teaching in schools of varying socio-economic classes. Teaching in the industrial area school in Rotheram contrasted sharply with the southern resort area school in Bridport. I am thus especially pleased to have had the extra opportunity of the Dorset location for my second teaching period. Finally, the week at Dorking completed this wide exposure to differing types of schools and communities. As my personal interests have developed into questions of social problems, I feel the Sheffield experience was most valuable in exposing me not only to a new country, but also to many areas of that country and a wide range of experiences within it. I certainly would repeat such a program and feel that others can gain according to their own interests and needs from such a diverse program."

21. "The study in the Department of Education at Sheffield was indespensable for gaining an outlook of one's interests and capabilities. The provision of this international experience may be the device needed to make the problems in

the social foundations of education obvious, challenging and exciting for new teachers. Teachers sensitive only to training needed to maintain a secure classroom would gain the perspective and understanding needed to guide their students. A field experience in one's own society is professional valuable but does not demand as much or reward as much as a similar experience in another society. Professional training in a different culture also has the advantage of binding teachers together in a common course. The selection of a foreign nation for part of professional training ought to be required for a teaching certificate at the University of Michigan."

22. "My six months in Sheffield seemed to be over much too quickly. I lived with an Italian family of immigrants and commuted quite a distance to the university. My most vivid memories are of my tutorial class and the students I taught. In both cases I felt disoriented, wondering if I was doing what was expected of me, or if I was misinterpreting my instructions. In both situations I learned the most about teaching, about British education, and about the British, (and perhaps, about myself.) I would certainly repeat the experience of teaching and studying in another country again as part of my teacher training and urge others to do the same...I don't think that travel is automatically "broadening". However, certain types of experiences in another culture can have a profound effect on an individual. The "effect" which I consider to be invaluable from such an experience relates to matters of value. It is very easy to say that one can not only tolerate, but accept a different system of values, and thus, different ways of doing things; at a safe distance, that is not much of a challenge. To live and work within another system of values, however, demands some degree of accommodation, acceptance, and tolerance. I can't imagine any one thing that could be more valuable for a teacher than this experience of having some of his own presuppositions and values challenged in an alien context, since no teacher can fail to have students who are different and alien to him at some time. There are subtle ways in which differentness can be squelched or dismissed, and the more the teacher understands about this the better. The more a teacher can appreciate and enjoy differences without feeling threatened by them, the better. The process I am trying to describe is a type of intellectual growth which is not brought about overnight. The best part about the Sheffield program is that the Michigan student has the opportunity to work in English schools--institutions which mirror a society's values very well--and is most likely to grow intellectually through these working relationships. The fault of the Sheffield program in this respect is that it is very short, perhaps too short for a profound intercultural experience. On the other hand, I may be slow in this respect! Hopefully, the experience encourages the students to work abroad again, for a longer period of time..."

23. "During the first few months in Sheffield, I was an American viewing life in a strange land. Gradually I came to see that this "strange land" was filled with humans such as I facing similar problems to ones in the United States. This international or universal point of view is essential in the "education" of teachers who educate the masses in the United States. Perhaps if teachers 30 to 40 years ago had had this opportunity we wouldn't have reactionary types with large popular followings. And, we might have more emphasis on world peace rather than on stockpiling nuclear weapons."

24. "Through my Sheffield experience, I had the opportunity to live in a different country and become far more objective about my own education and the country in which I had always lived. I believe all prospective teachers could benefit from a similar period of self-examination, where outside of their usual environment, they have the chance to survey their attitudes and opinions and think about how they were formed...Being eager to learn more about Britain's educational system, I returned to England to teach after graduation. Having met my husband, a Welshman, while teaching there, my stay has been extended until he finishes further study at London University, after which we intend to return to the United States."

25. "Sheffield rates very high on my list of worthwhile experiences. I found it a very rewarding, stimulating and enriching experience, and a highly enjoyable one as well. Of course, some problems were encountered, but only ones of a quite expected type--making friends (which is more difficult when you arrive mid-year), adjusting to a different way of life, and, believe it or not, overcoming the small, yet at times highly inconvenient "language barrier". Relating Sheffield to my training as a teacher, I would say that it was useful primarily in two areas. First of all, it is a very broadening experience. You meet people who have backgrounds very different from your own, and who approach problems and issues from an entirely different point of view. Their opinions on education are particularly valuable for the future teacher, but a discussion on any topic brings up ideas which can only help make the prospective teacher a more knowledgable one. Second, the specific training received in teaching is extremely useful. The courses provide good material, but the student teaching is perhaps the most profitable part of the experience. In Sheffield, no matter what type of school you teach in, you get exposed to an atmosphere that would be impossible to duplicate here (precisely because you are in Sheffield, England), while at the same time you have to deal with many of the problems and situations you would encounter anywhere in the United States. (precisely because you are teaching young people in your field). Then, when you return to Ann Arbor, you have to teach a full load, just as if you had never student taught at all. I think that the double dose in the classroom is particularly valuable. I always

enthusiastically recommend the Sheffield Program to any students who would be eligible, for the very reasons I stated above."

26. "I highly recommend the Sheffield program to a prospective teacher. I feel my training at Sheffield helped me in many ways. 1) I feel I became more objective and appreciative of the United States of America. 2) It confirmed my belief that a child or adult cannot be judged by one exam like the 11+ exam. A person should always have the chance to prove himself or change career plans at any level. 3) Travel on the continent and in England increased my knowledge and understanding for teaching social studies. 4) Student teaching gave a good concept of child development at different age levels, gave a more realistic concept of expected teacher responsibilities 8 to 4 each day. It was good to be part of a staff. My United States student teaching experience didn't give this. It gave a base for comparison of English teaching methods to United States methods--I found United States methods more useful (as used by teachers I observed--not theory); and it caused me to feel the United States neglects vocational training and education of the gifted in the United States of America. 5) I made many good friends in England and met many fine people. I feel this is invaluable in international relations. I hope to have a better understanding of the English people--their reactions, needs, way of life...6) I was impressed by the dedication of the young "to be" teachers from England and the respect Europeans have for teachers, students and education.